

SEND Policy



Bethany
since 1866

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SEND Policy

BETHANY SCHOOL
CURTISDEN GREEN
GOUDHURST
KENT

Pupils' views on why Bethany has a SENDA policy.

Bethany needs to make sure that it caters for everyone with a special need whatever that need may be.

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1. Definitions

Special Educational Needs

According to the SEND Code of Practice (2015), a child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Whilst the SEND Code of Practice does not have direct application to independent schools, it contains useful guidance and best practice and therefore is a document we take into account when planning our provision.

The Equality Act 2010 sets out the legal obligations that schools have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. Thought should be given in advance to what might be required and what adjustments are needed to prevent disadvantage.
- They must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people and publish information to demonstrate compliance with this duty.
- Schools must publish accessibility plans setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.
- School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEND planning and review.

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2. Aims

We believe that all pupils with or without SEND have the right to a balanced, broad and challenging curriculum. In order for them to access the curriculum, all staff use an adaptive approach to planning in the classroom. This enables all children to benefit at their own level. Children who require them receive internally generated individual plans which suggest specific targets, and support and operate in addition to or alongside differentiated class work. Where possible, extra support is provided within the classroom by a teaching assistant. We try to meet the special education needs of children with physical disabilities as far as is practical in terms of the layout/ resources of the School, and in compliance with the SEND Code of Practice (2015). We are mindful of the need to be aware of mental health issues relating to individual pupils and seek to put all pupils' wellbeing at the forefront of our practice.

Pupils with disabilities and other needs will be considered for entry to the school subject to the school being satisfied that it will be able to meet the majority of the needs of the child. In most cases there are detailed discussions with parents and outside agencies of ways in which the school may be able to accommodate the child's needs without adversely affecting the education of other pupils.

Such pupils are normally admitted for a trial period to monitor and assess how well the school meets the need with feedback provided from the pupil, parents and teachers before a final decision is made. The Head of Dyslexia and Learning Support (DLS) will make a visit to the current school (if possible) to meet with class teachers and that school's SENDCO to obtain a holistic picture of the child's needs. Specialist lessons within the DLS department are offered if relevant.

In the DLS Department we aim to promote positive mental health and wellbeing for our whole school community, and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Via liaison between SENDCO, Pastoral Deputy and Wellness Centre, we aim to provide pupils with the tools needed to have a positive, life-long mental health and resilient and robust wellbeing.

The DLS Department aims to provide the pupils it helps with the skills, understanding and confidence to participate fully in all subject classes at Bethany and to achieve their full potential in all areas of school life. Bethany is a mainstream school delivering a full curriculum. DLS aims to help pupils who require structured additional teaching support and confidence building, to realise their full potential. This support may range over emotional, physical or intellectual/academic issues according to need. DLS mainly operates with those pupils who have requested part or full-time learning support but may extend on an ad hoc basis to advising staff and helping other pupils on a temporary basis.

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The Department aims to support:

1. Any pupil with an additional need who warrants intervention strategies.
2. On a short-term basis, pupils who are not normally taught by the department but who need help with a particular aspect of their work (e.g. handwriting), or with a particular concept which they are finding unusually difficult to grasp. These pupils are taught at the specific request of other members of staff, or of parents.
3. Within some subject classes, those pupils who find difficulty with following instructions, reading or responding in a relevant way to tasks set by the teacher.
4. Subject teachers' ability to understand and teach pupils with additional needs in an appropriate and effective way.

The aim is to support pupils to extend their basic skills including literacy, numeracy and study skills so that they may be helped to derive the maximum possible benefit from access to the full mainstream curriculum of the school, eventually achieving success in public examinations which is appropriate to their academic abilities.

The psychological aspects, especially confidence building, through the experience of success, are considered to be very important; as is very close co-operation with teachers in all other Departments of the School, whose understanding of, and sympathy for, these pupils is essential to their progress. We are a place for children and young people to experience a nurturing and supportive environment that has the potential to develop their self-esteem and give positive experiences for overcoming adversity and building resilience.

3. Admissions and Special Needs

(See Bethany School's Admissions Policy. This can be found both on the School website and also made available from the School Office).

4. Managing SEND

Our Dyslexic and Learning Support Department is staffed by fully qualified specialists who are able to support each pupil with a specific learning difficulty in the following areas: Dyslexia, Dyspraxia, Dyscalculia, Attention Deficit Hyperactivity Disorder, Autistic Spectrum Condition. All teachers and TAs are involved in the development of the School's SEND policy and are aware of the School's procedure for identifying, assessing and making provision for pupils with SEND. They take part in appropriate in-service training.

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

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The Head of DLS is also the School's SENDCO and has certain key responsibilities which include:

- Overseeing the day to day operation of the school's SENDA Policy
- Co-ordinating provision and resources for pupils with SEN
- Liaising and advising fellow teachers
- Managing specialist teachers and support staff involved specifically with SEND provision
- Overseeing the records of all pupils with SEND
- Liaising with parents/carers of pupils with SEND
- Contributing to the in service of training of staff

4.1 Identification

Early identification, assessment and provision for any pupil who may have SEND is important. All teachers are responsible for identifying pupils with SEND and in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. This includes pupils showing signs of mental distress via changes in behaviour for example, an increase in disruptive behaviour during unstructured times or becoming withdrawn.

The Code of Practice does not assume that there are hard and fast categories of SEND, but recognises a child's needs and requirements fall into four broad areas:

- Communication & Interaction (Language & Autistic Spectrum Disorder)
- Cognition & Learning (General Learning and Specific Learning difficulties)
- Social, emotional and mental health difficulties
- Sensory and/or physical.

Formative and summative assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEND provision. The School will draw on more specialised assessments from external agencies and professionals if necessary.

4.2 The School's Response to SEND

When considering pupils with SEND, a graduated response is adopted. This matches action to the individual child's needs and involves:

- steps taken to identify and assess pupils with SEND
- procedures to follow in making provision for such pupils
- arrangements which should be adopted for reviewing the effectiveness of the provision
- the next steps to be taken - (identification, assessment, provision, reviewing and future action).

Where a pupil is identified as having SEND, schools should take action to remove barriers to

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learning and put effective special educational provision in place. This SEND support should take the form of a cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. Our approach is to look at the child holistically and to include not only their own wellbeing but that of their parents/carers following a concern raised regarding their mental health after a SEND diagnosis.

The approaches adopted by Bethany School are:

4.2.1 PART TIME DLS

- On entry the pupil is identified as needing some form of SEND support
- After discussion with the Headmaster and Head of DLS/SEND/CO, the parents are contacted and notified that 'part time' DLS support is recommended
- Pupils receive one 50 minute lesson in a small group, once a week
- Pupil's progress is monitored and reviewed half termly, to determine whether this level of support is adequate or needs increasing
- An IEP is drawn up to target specific needs and to communicate progress to parents. This is reviewed twice a year with input from the pupil

4.2.2 FULL TIME DLS

- On entry the pupil is identified as needing some form of SEND support
- After discussion with the Headmaster and Head of DLS/SEND/CO, the parents are contacted by letter and notified that 'full time' DLS support is recommended
- Pupils receive three 50 minute lessons in a small group.
- Pupil's progress is monitored and reviewed half termly, to determine whether this level of support is adequate.
- An IEP is drawn up to target specific needs and to communicate progress to parents at the end of every term. Pupils are involved in the review process and their views taken into account
- Request for the involvement of outside specialists such as an Educational Psychologist to provide further assessment, develop the pupil's individual programme, provide further advice on teaching strategies and behaviour management or provide particular intervention themselves.

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4.2.3 Education, Health Care Plans (EHCPs)

When it is felt that the pupil's needs are still not being met by the above approaches, a request for a formal assessment can be made to the LEA. This is only made after agreement between the pupil's teachers, head teacher, the SENDCO, the Educational Psychologist and parents. The LEA considers the need for an EHC Plan and, if appropriate, makes an EHC Plan in collaboration with the parent and school. They arrange, monitor and review provision with the SENDCO.

Information about this process can be gained from the Area Education Office though it is strongly advised that parents should discuss such a referral with the Headteacher or SENDCO prior to taking such action. The main reason for this is that Statutory Assessment is a timed process and it is essential that all elements are planned as much in advance as possible, most particularly the need for a recent report from an Educational Psychologist. If elements of the required paperwork are not available within the right timescale the assessment process can be delayed or even fail.

Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. Schools **must** co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

Regardless of the response parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. This is achieved via Parent Teacher meeting, IEP Reviews, Annual Reviews of EHC plans, telephone and email communication and face to face meetings as and when necessary.

At Bethany School pupils who have an Educational and Health Care Plan (EHCP) are considered for admission. The SENDCO, will read the EHCP plan and take a view on whether Bethany can meet the provision requirements contained within it having made reasonable adjustments within the School's context. For pupils not at the school, Bethany will not contribute to the detail of the plan as it does not know the child sufficiently well enough to do so. Bethany provides small group support to pupils with similar needs and where an EHCP requires 1:1 support or any other support above what we normally offer, then Bethany will not be able to meet those needs from existing resources but would require the local authority to fund all additional resources required to meet the child's needs.

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5. Monitoring and Review

We can advise and support parents of children with suspected learning difficulties to be assessed by a specialist outside school. We offer specialist small group lessons and help with study skills outside the normal curriculum. We work closely with the child and their parents to help him/her to overcome the barriers that their difficulties present.

Our Learning Support Department prepares an individual plan for each pupil setting achievable targets. The pupil, together with their parents and teachers reviews the plan termly, and the child is encouraged to take ownership of it and to set their own targets.

6. Provision

No two pupils in the department will ever follow *exactly* the same course of work. By this stage in their education, their needs are essentially those of individuals. There will be times when their needs are similar and groups can be taught together, but these are occasions when individual paths come together only to diverge again.

7. Children with Specific Difficulties

The DLS programme consists of a variety of elements, which change in their relative proportions as the pupil moves up through the school. These are loosely grouped within the following pattern of lessons:

- a) Pupils with lesser needs receive 'part-time' support on the basis of once a week sessions each of fifty minutes duration. These lessons are given in small groups.
- b) Pupils with greater needs have three fifty minute sessions each week in small groups.
- c) Pupils with some needs are able to be successful in class without further support, benefiting from Quality First Teaching and monitored by the DLS Department.

For pupils receiving DLS, reading, written language and study skills are studied in proportions related to the child's individual strengths and weaknesses and stage of education.

In the case of 'full-time' pupils, the weekly lessons follow a basic pattern which changes in emphasis as the pupil moves up through the school, with a greater emphasis on spelling and written work in the earlier years, giving way to support in course work across the curriculum and study skills as the child moves towards public examinations. In years 7 – 9 pupils work on project work designed to improve their transferrable skills across the whole curriculum. In years 10 and 11, pupils work on improving their classwork and the skills needed for successful completion of public examinations.

7.1 Reading

Reading is primarily seen as the focus by which meaning is extracted from a text. In order to do this a pupil must know how the encoding of language operates. To become fluent in this task a 'dyslexic' child usually needs to practise some aspects of decoding, sometimes referred to as 'skills', especially during the earlier years. This is done as part of the whole reading process, not in isolation from it. There is emphasis on contextual factors as well as upon phonetic aspects.

For study purposes pupils need to develop a wide range of reading strategies, as they progress through the school: previewing material, skimming, scanning, reading at speed, reading in depth (accompanied by dictionary work, as necessary), to name but a few.

These strategies need to be applied to a wide range of written materials and this is done not only in 'reading' lessons but as aspects of topic and study skill sessions.

7.2 Spelling

The approach is multi-sensory/cognitive, with work centred on 'families' of words which have a similar spelling pattern, with new words from the family learned in relation to a 'key word', which the pupil knows well, from that spelling 'family'. The work is individually structured according to the pupils' needs, with no one particular course followed, although The Dyslexia Institute Literacy Programme is frequently an element in the work done with younger pupils. Segmentation into syllables and understanding of word origins, prefixing and suffixing are important elements of the course, which help the pupil to use cognitive strengths to support this area of weakness. It is considered very important that rules, which have to be learned, should be practiced within normal written language activities, so that their usage is generalised and consolidated across the curriculum.

7.3 Language and Punctuation

These elements are explicitly taught not merely as subjects in their own right but as vital elements in the creation/extraction of meaning in/from a text. Oral language and cognitive strengths are employed to the full, in this process, as well as written activities. Understanding and use of correct register and the concept of appropriateness become increasingly important as the child progresses through the school and these are explicitly taught during topic and study skill sessions as well as through more specific language activities.

7.4 Topics

In DLS lessons, a different 'topic' is studied each term, using a wide variety of materials including poetry, literary prose, dramatic scripts, articles from newspapers or magazines and diagrammatically or pictorially presented items. Through these topics pupils acquire general knowledge and become interested in areas which they have often previously failed to encounter in any depth, because of literary problems at earlier stages of education. They are also used, over the years, as a vehicle for the teaching of the increasingly complex study skills which are

needed for academic success. These range from basic comprehension, note-taking and highlighting, and memory aides, to comparison and linkage of ideas, organisational and recording techniques and research skills. These are linked, as appropriate, to the time and depth of study factors.

8. Study Skills/Examination related skills

The learner must know how they learn if they are to learn as efficiently as possible. They must also know how to use to their advantage the particular strengths which they can bring to the study process, in order to compensate as much as possible for known weaknesses. A wide variety of study skills are explored and practised including revision and examination techniques, styles of writing, methods of planning and checking written work and organization of self and work.

8.1 Study Skills in the DLS Department of Bethany School

The curriculum is organised on a 'spiral' basis, so that skills, which are frequently taught without the pupil's awareness in Years 7 to 9, can be specifically developed in the context of preparation for G.C.S.E. examinations, in Years 10 to 11.

8.2 The areas covered

Knowing yourself

Pupils are helped to recognise their own strengths and weaknesses through practical activities in an increasing variety of areas and situations, and thus are helped to develop the most appropriate individual study strategies in each area, with strengths used to support or circumvent weaknesses, wherever possible.

Organisation of time and effort

This includes the correct use of Microsoft Teams, pupil portal and timetables; having the correct equipment, in the correct place, at the correct time and fitting the required work into the time available, despite slower reading/writing problems and the need for thorough checking of spelling. In years 10 and 11 explicit application of the principles covered in previous years to the demands of G.C.S.E. work are covered, for example the organisation of 'long-term' preps and of coursework assignments or planning for revision.

Information Research

Pupils are helped to develop skimming and scanning techniques through 'topic' lessons in the early years, and to learn to use the library. This work gradually widens in scope and becomes more explicit, to include previewing of books, using other written sources of information, planning, arranging and recording of interviews, including questionnaire development.

Memory Training

Utilising multi-sensory techniques, including the use of mnemonics, cartoons and diagrams, memory skills are developed first in a spelling context and later in other subject areas.

Attention and Concentration

Concentration and the sustenance of an active and well-motivated approach to learning are fostered through a variety of methods and techniques. These are teacher-initiated in the early stages, but the pupil is gradually encouraged to take responsibility for themselves.

Reading

Reading should be enjoyable and stimulating, and this view of reading is fostered by all possible means. Interesting and exciting materials are read to the youngest pupils. There are a variety of individual and group-based shared-reading situations, as well as the encouragement and stimulation of personal silent reading. Techniques such as the skimming and scanning of text are taught.

Interpretation of non-verbal information

Pupils are exposed to a wide range of tables, graphs, charts and pictorial illustrations throughout their course. As with many other areas of study skills, these are originally approached orally, frequently during 'topic' lessons, in Years 7 to 9. As pupils progress through these early stages, basic factual interpretation extends to encompass awareness of trends and critical points, more complex variables and to comparisons between sets of information in which only some elements remain constant, by Year 10.

Creative Writing

Pupils address with their teacher's support how to plan an essay: brainstorming, grouping of connected ideas in such a way as to form paragraphs, and the further organisation of these into a logical essay plan. They gain an awareness of the intended audience and of their needs and interests. This is extended into other styles of writing including informative, argumentative, expressive and discursive. The need for drafting and re-drafting and the importance of quality and appropriateness of presentation, including satisfactory standards of handwriting and neatness are emphasised.

Written answers to questions

Effective answering of questions involves several key skills. First, the question itself must be carefully examined to determine its precise meaning and the type of response required, including close attention to the vocabulary used. This is followed by the search for relevant information and the comparison of material from different sources. In presenting an answer, clarity, organisation, and strict relevance are essential, along with conciseness of expression. A balanced selection of facts, with appropriate emphasis, should be maintained, while distinguishing clearly between fact and opinion and using each appropriately.

Note-taking

This is originally taught through simple, guided notes as a method of recording information about language and spelling rules. There is a progression to individual note taking related to written work and revision, over a wide range of subjects. The use of flow diagrams, charts and pictorial representations are encouraged wherever appropriate, so is an increasing use of abbreviations. Layout is considered to be of great importance.

In Years 10 and 11, these skills are further and explicitly developed and refined as the pupil learns a variety of layouts and techniques for recording information from different sources and for differing purposes. Review of notes is actively practiced and encouraged both as an alternative to note taking and as a preliminary to the recording of information.

Listening and oral communication skills

These are strongly encouraged throughout the time spent at Bethany in the context of 'topic' lessons and in relation to language and spelling skills. Pupils are encouraged to interact with a wide variety of subject matter presented in different forms and to respond through discussion, statements and dramatic role-play.

Revision

Pupils are encouraged to see revision as a normal part of any learning activity. As annual examinations approach, pupils are taught how to organise revision timetables, giving appropriate time to each subject on a regular basis and learning to combine subjects in any session so as to avoid interference of learning. Methods of revision are also introduced: an active approach involving recording of information is firmly encouraged. Study and revision skills are refined and extended as the pupil progresses through the school. Condensation of notes, study cards, use of unlabelled maps and diagrams, practice from old papers, communication of ideas in order to achieve clarification and 'over learning' become habitual elements, as does the practice of introducing all possible elements of variety into the revision process, thus maximizing the use of available time.

Examinations

- a) Advice is given on practical matters: having the necessary materials and 'spares' organised, adequate sleep and relaxation, arriving at a sensible time and without rush, knowing the exact time and place of the examination and the nature of the paper expected.
 - b) Instructions and the exam wording of questions are studied, and the response demanded studied.
 - c) Planning of answers to essay type questions and methodical approaches to short answer questions are explored.
 - d) Careful consideration of and planning for, time allocation and usage during examinations is considered to be very important. The ability to work against time limitations is developed through 'against-the-clock' exercises and strategies which may be used when time does run short in the examination room are also fostered.
 - e) How best to use their exam access arrangements, for instance extra time, or reader.
-

9. Sixth Form

Support in the Sixth Form is on a one-to-one basis and takes place in a fifty minute session, once or twice a week, dependent upon the level of support required. Study and examination-related skills continue to be prominent in the work which is done, these normally being based in and around the subjects of the curriculum which the pupil is studying, whether at A Level or G.C.S.E.. Reassurance and help with organisation again become very important with the changes experienced on transfer to Year 12, and support in these areas is a high priority throughout this stage of education.

10. DLS Department Record Keeping

For every pupil with an identified learning need the following details are kept:

1. A brief educational history and entry examination results which also includes the main findings of any psychological reports available.
2. All formal test results are recorded chronologically.
3. Examples of pupil's 'free' writing.
4. IEP (Individual Education Plan) for students receiving DLS.

The SEND Code of Practice 2015 suggests discontinuing IEPs. At Bethany School we value their detail and will continue to use them for pupils receiving part time and full time DLS. These forms are used to set targets for and to monitor the progress of all pupils taught by the Department in Years 7 to 13. They are completed in discussion with each individual pupil, and reflect agreed areas in written language, reading, responses to questions, study and examination skills, number work and any other area, including mental health and wellbeing, which pupil, DLS teacher, subject teacher, tutor and parents may consider appropriate. The final document is made available to staff and parents.

5. Psychologists' Reports.

Copies (increasingly electronic) of all available reports can be kept in the main school files, in the school's information management system, and by the Head of DLS/SEND/CO. Teachers in the department are expected to be aware of their content for all the children whom they teach. All staff have access to a summary of pupils' strengths, weaknesses and strategies to support their learning and are required to make use of this to inform their lesson planning.

11. Assessment

The success of the school's SEND Policy and provision is assessed and evaluated through:

- Monitoring of classroom practice by SEND/CO and Staff Reviews.
- ~~Analysis of pupil tracking data and test results – for individual pupils and for cohorts.~~
- Value Added data for pupils on the SEND Register.

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- Consideration of each pupil's success in meeting IEP targets.
 - School self-evaluation.
 - The School Development Plan/ SEND Provision Review.
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Appendix 1

List of Abbreviations

ADHD – Attention Deficit Hyperactivity Disorder

ASC – Autistic Spectrum Condition

DLS – Dyslexic & Learning Success Department

EAL – English as an Additional Language

IEP – Individualised Education Plan

LEA – Local Education Authority

TA – Teaching Assistant

SEND – Special Educational Needs & Disability

SENDCO – Special Educational Needs & Disability Coordinator

Appendix 2: EAL Statement

Pupils arrive at Bethany from very diverse linguistic and cultural backgrounds. For many not only is it their first experience of living far away from home but also the first time they have studied in English. The role of the EAL department initially is to help them adjust to a new environment while improving their competency in English so that they can access their other academic subjects more easily. As time progresses, the support remains on a social and educational level and the English teaching evolves with their changing needs.

A pupil arriving at Bethany from a non-English speaking background will have been tested before they arrived to ascertain whether they would be able to cope in an English speaking class. If they join Years 7, 8 or 9 and 10 they will do a further test at the beginning of the School year so that we have a clearer idea of where their strengths and weaknesses lie. They then follow a course of lessons designed to increase their level of skill in the four key areas - Listening, Reading, Speaking and Writing - bearing in mind the demands of other curriculum subjects. These lessons take place within the timetable while their peer group are studying French or Spanish.

On arrival in Year 10 all EAL pupils, in one of their option blocks, embark on a two year course leading to the International English Language Testing System (IELTS) qualification. This examination counts as an acceptable qualification for University entrance in the UK and is much more tailored to the needs of non-English speakers than the conventional examination.

Where pupils enter the Sixth Form whether from a British school or directly from abroad, they are assessed and begin on a course designed to prepare them for the IELTS examination. This examination will provide the necessary proof of Academic English competence for any English speaking university anywhere in the world. When they take the exam depends on how quickly they progress. All teaching is done in small groups and fitted into the pupils' private study periods. There is additional provision for supporting their English for other curriculum areas.

The EAL Department at Bethany School sends strategies to all teachers of individual EAL pupils to enable them to access the curriculum at any level.

Each half term, the EAL Department sets tests, using international exams, to monitor the progress of all pupils taught by the Department from Years 7 to 13. The results are compiled and inform the future teaching of the pupils, focussing particularly on the four skills of Reading, Writing, Speaking and Listening. Information about the progress and needs of pupils is disseminated amongst the teaching staff to enable the EAL students learning across the curriculum to access all lessons.

Appendix 3: Bethany School Whole School Provision Map 2025 / 2026

UNIVERSAL for all pupils	TARGETED as appropriate	SPECIALIST as appropriate
<ul style="list-style-type: none"> • Quality First Teaching: a range of effective teaching strategies and techniques for all pupils (whether identified as SEND or not) to ensure progression in learning including: <p>Planned lessons with clear objectives Differentiation within lessons and for Prep (by support, outcome, expectation, task, questioning) Consideration of seating to take account of needs (seating plans) Varied methods of recording Use of assistive technology(laptops /reading pens / text to speech software/ touch typing) Appropriate teacher use of questioning, modelling and explaining Structured routines, clear expectations and boundaries, clear sanctions and rewards Celebration of individual achievement, encouragement and authentic praise Texts that are appropriate to age and interests Regular feedback with comments to move learning forward Rigorous monitoring of pupil progress and target setting</p> <ul style="list-style-type: none"> • Multisensory teaching methods • Visual and sensory aids (coloured filters, lecterns, wobble cushions, visual timetables) • Accessibility to personalised learning aids (word banks, number lines etc.) • Time to process information • Repetition and reinforcement of skills 	<ul style="list-style-type: none"> • Small Group intervention classes for literacy, numeracy and EAL within the school environment • Inclusion on the Pupil Summaries document • Specific structured, cumulative and multi-sensory teaching materials to address needs • Use of relevant and high quality, up-to-date resources • 1 to 1 6th Form support from TA • Targeted in class support from TA • Reduced or increasingly individualised timetable • Peer mentors / listeners • Interventions by Tutor, Head of Year, SENDCO, Deputy Head Pastoral Head, Deputy Head Academic. • Report Card • Tutor Mentoring Plans • Care Plans – Level 1, 2 and 3 	<ul style="list-style-type: none"> • Assessment for Exam Access Arrangements • EHC Plan or Statement Annual Reviews • Advice from: <ul style="list-style-type: none"> Educational Psychologist Occupational Therapist Psychiatrist Specialist Teacher Speech and Language Therapist Sensory Impairment Specialist • Access to School Counsellor for the individual <p>Access to specialist services for emotional and mental health issues and support for families</p>

<ul style="list-style-type: none"> • Clear use of language in manageable chunks • Environmental adaptation to suit needs including mobility needs • Pastoral programme including: Structured tutor programme Structured PSHCE curriculum which ensures continuity and progression including: Relationships/Health and Well Being and Living in the wider world, Learning styles and Study skills Individual career planning, GCSE options, post 18 choices and transition to adulthood: financial planning, independent living • Access to supported Prep / study sessions • Modified curriculum pathways • Opportunities for outside learning • Revision classes • Access to Learning Success through Drop-in sessions • Support for any religious belief / prayer meetings 	<ul style="list-style-type: none"> • Exit card/time out arrangement • School Listener <p>IEPS (cycle of target setting, intervention with involvement of parent and pupil voice)</p>	
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